R E P O R T R E S U M E S

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A FOLLOW-UP STUDY ON DISCONTINUING STUDENTS AT GROSSMONT COLLEGE.

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BASED ON DATA FROM 61 RESPONSES TO 100 QUESTIONNAIRES, THIS FOLLOWUP STUDY OF THE DISCONTINUING STUDENT AT GROSSMONT COLLEGE SHOWS THAT HE IS TYPICALLY A DAY STUDENT, IS MARRIED, HAS NOT DONE MILITARY SERVICE, IS WORKING A 26-40 HOUR WEEK, HAS PARENTS WITH ABOUT 12 YEARS OF SCHOOLING, HAS ONE PARENT AT THE PROFESSIONAL OR MANAGERIAL LEVEL, AND PLANS TO TRANSFER FOR AN AB OR HIGHER DEGREE. TABLES SHOW HIS REASONS (AT THE TIME OF REGISTRATION AND CURRENTLY) FOR ATTENDING COLLEGE, HIS OPINIONS ON THE COLLEGE'S FACILITIES AND SERVICES, HIS OPINIONS ON EXTRACURRICULAR FACTORS AND INFLUENCES OF THE COLLEGE, HIS REASONS FOR DISCONTINUING, HIS PLANS AT THE TIME OF DROPPING OUT, AND THE KIND OF SCHOOL, IF ANY, HE SUBSEQUENTLY ATTENDED. THE DROPOUTS DIFFER LITTLE FROM THE CONTINUING STUDENTS EXCEPT THAT THEY HAVE MORE CONSISTENT HIGH SCHOOL AND COLLEGE GPA AND THAT, EVENTUALLY, 80 PERCENT OF THEM DO FIND THEIR WAY BACK TO COLLEGE. THE DROPOUTS, THEREFORE, NEED NOT BE A SOURCE OF GREAT INSTITUTIONAL CONCERN. THIS CONCERN MIGHT BETTER BE DIRECTED TO THE ENTERING STUDENTS IN AN EFFORT TO MAKE THEM AWARE OF THE ADVANTAGES OF STAYING ON. SAMPLES OF THE QUESTIONNAIRE AND THE COVERING LETTERS ARE INCLUDED. (HH)

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A FOLLOW-UP STUDY of DISCONTINUING STUDENTS at GROSSMONT COLLEGE

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LOS ANGELES

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INFORMATION

Background of the Problem:

Institutional "guilt" can be aroused momentarily just by uttering the word "drop-out". The prevailing value system of the academician is such that any attrition is viewed as bad, and further that it is an indication of the institution's failure to fulfill its role when students discontinue attendance. This situation continues to exist even in the face of the overwhelming body of information that those factors over which the institution has control contribute very little to the over-all drop-out phenomenon. (3)

Research in the area of the "drop-out" have led to the following conclusions:

(1) The drop-out" is characterized by a lack of academic progress, poor attendance, family problems and lack of interest. (5)

(2) Employment is the primary reason for withdrawal. (7)

(3) "Drop-outs" tend to be more aggressive, more resistant to authority and control, and have more problems with sexual adjustment than survivors. (1)

(4) "Drop-outs" show greater maladjustment than survivors, are least interested in literature, art, and philosophy. They tend to be illogical, irrational; uncritical in their approach to problem solving; to dislike reflective and abstract thought. (6)

(5) There appears to be a familial influence in "dropping-out." Children of "drop-outs" are most apt to discontinue their college education. (2)

The Problem:

Grossmont College has made repeated efforts to follow-up the graduate and those students who have completed a vocational program. Prior to the present study no formal effort has been made to determine the characteristics of the students who have survived the equivalent of one full year's college experience but did not complete sixty units.

Subjects:

Subjects for the present study were those students who had completed a minimum of 30 units and a maximum of 59 units at Grossmont College and who discontinued attendance during, or at the end of, the 1964-65 academic year.

A total of 126 students met the above criteria. Valid addresses were available for 100 of the above 126 students.

Methods:

The following information was gathered for each subject:

(1) Total high school grade point average.

(2) Total Grossmont College grade point average.

(3) School and College Ability Test (SCAT) scores, and

(4) Student Characteristics questionnaire responses.

A modified form of the questionnaire used by Iffert (4) was mailed to all subjects. A return receipt was requested for each piece of mail. Through this method 100 valid addresses were obtained.

From the 100 questionnaires mailed to the above obtained addresses 61 were completed and returned.

Results:

Table I lists the characteristics of the total sample of students discontinuing attendance during the 1964-65 academic year.

In comparing the characteristics of the discontinuing students with the total student population one finds very little discrepancy. The one area of difference is the disproportionate numbers of day students (this includes day and day and night in the present description) in the discontinuing population i.e., 85.7% as compared to 66.7%.

A description of the "typical" discontinuing student, as defined in this study, would be similar to the following:

> He is a day student; married; has not had prior military service; works from 26 to 40 hours per week; his father and mother have completed a minimum of twelve years of formal education; primary working parent is employed at the professional or managerial level; and is a transfer student working toward an A.B. or higher degree.

TABLE 1
STUDENT CHARACTERISTICS QUESTIONNAIRE
FALL 1964

		DAY	NIGHT	DAY & NIGHT
Sex	Male	38	14	33
	Female	34	4	9
Marital Status	Married	38	14	33
	Single	34	4	9
Military Service	Yes	4	10	3
	No	68	8	39
	Blank	1		
Hours Working per Week	None	37	2	1
	1 - 5	10		1
	6 -15	15		1
	16 -25	6	6	2
	26 -40	4	10	
	Blank	2		
Highest Educational Level Attained by Father	1 - 6 years	1	1	2
	7	1		
	8	4	3	3
	9			2
	10	3	1	4
	11	5	2	1
	12	33	10	19
	Some College	6		2
	Associate Degree	9	1	1
	Bachelors Degree	2		
	Graduate Study	2		3
	Blank	1		1

STUDENT CHARACTERISTICS QUESTIONNAIRE
FALL 1964 Page 2

		DAY	NIGHT	DAY & NIGHT
Highest Educational Level Attained by Mother	1 - 6 years	1	2	
	7		1	
	8	5	3	4
	9	3		1
	10	6	1	6
	11	4	1	3
	12	24	7	15
	Some College	1		3
	Associate Degree	7	1	4
	Bachelors Degree	5		
	Graduate Study	5	1	5
	Blank	1		1
Primary Working Parents Level	Professional High Level Tech.	20	2	10
	Farm Owner or Operator	1	3	1
	Manager Proprietor	18	2	10
	Clerical	4	1	2
	Sales Worker	3	1	4
	Craftsman	8	3	4
	Operator	3	2	4
	Private Household Worker	2		2
	Service Worker	2	1	1
	Farm Laborer	0	0	0
	Laborer	6	2	3
	Military Officer	4	1	
	Military Enlisted		1	
	Blank	1		1
Primary Working Parent is	Employed	66	12	38
	Unemployed	1		1
	Retired	3	2	2
	Deceased	1	4	1
	Blank		1	

STUDENT CHARACTERISTICS QUESTIONNAIRE
FALL 1964 Page 3

		DAY	NIGHT	DAY & NIGHT
The Program Planned at Grossmont	Terminal	21	6	8
	Transfer	49	12	34
	Blank	1		
Degree Intended to Achieve	AA	16	4	8
	BA or BS	28	9	17
	MA or MS	16	3	17
	PH D	8	1	
	Blank	3	2	

The mean and standard deviation of the School and College Ability Test (SCAT) scores are presented in Table 2. The difference between means for the Day and Night students, althought not tested for significance, has been noted each time this comparison has been made. The mean performance on the two sections of the SCAT would indicate that the discontinuing students, as a group, were, at the time they took the test, quite typical of college freshmen.

MEAN AND STANDARD DEVIATION OF
SCHOOL AND COLLEGE ABILITY TEST (SCAT) SCORES

	ENROLLMENT		
	Day Only	Day & Night	Night Only
SCAT VERBAL	Mean 30.74	31.83	36.61
	S.D. 11.32	10.37	11.99
SCAT QUANTITATIVE	Mean 31.18	32.81	34.67
	S.D. 10.85	10.77	9.14
	N = 66	N = 42	N = 18

CORRELATION OF TOTAL COLLEGE GRADE POINT AVERAGE
AND (SCAT) SCORES

		DAY	DAY & NIGHT	NIGHT
SCAT SCORES	SCAT Verbal	.43**	.22	.49*
	SCAT Quantative	.25*	.08	.53*
		N = 65	N = 42	N = 18

* Significant at the .05 level of confidence
** Significant at the .01 level of confidence

Table 3 presents the correlation between the two subtests of the School and College Ability Test and the total college grade point average for the discontinuing population. It will be noted that the relationship is significant for the day only students and the night only students.

TOTAL HIGH SCHOOL GRADE POINT AVERAGE vs.
TOTAL COLLEGE GRADE POINT AVERAGE

	Mean High School	Mean College	
Day Students	2.30	2.32	N = 59
Day & Night Students	2.20	2.18	N = 38
Night Students	2.47	2.44	N = 8

Table 4 compares the mean high school grade point average with the mean college grade point average on those students for which both sets of data were available. The two sets of average data are remarkably similar.

TOTAL COLLEGE GRADE POINT AVERAGE

	Mean	Standard Deviation
Day Students	2.32	.44
Day & Night Students	2.26	.46
Night Students	2.63	.48

Table 5 presents the mean and standard deviation of the total college grade point average for the total discontinuing population.

Table 6 lists the results of the questionnaire in the area of "Reasons For Going To College." In responding to the questions the subject was instructed to first rate the reasons for going to college at the time of attendance. The subject was then asked to again rate the reasons as he now sees them.

The results of the initial response to the reasons for attending college section of the questionnaire leaves one with the impression that going to college was an autonomous decision for the bulk of the respondents. Neither the encouragement of, nor respect for community leaders were factors of importance. Parental insistence also did not play an important part in this decision. The reasons for attending college of greatest importance were specifically vocational in nature, i.e., to get a better paying job in the kind of work they wanted to do in a specialized field.

The basic reasons of importance for attending college from the present frame of reference had not changed to any great degree. It is interesting to note, however, that three times as many now see the satisfaction of intellectual curiosity as an important reason for attending college. Also, learning to get along with other people, being able to be a better husband or wife and living an easier life took on added importance with the passage of time.

TABLE 6

FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

1A. Reasons for Attending College

0 . . . Does not apply or of no importance
1 . . . Of slight importance
2 . . . Of moderate importance
3 . . . Of great importance

			0	1	2	3
1.	I felt a college degree was necessary for the kind of work I wanted to do.	THEN: NOW:	02 06	06 02	12 09	41 44
2.	Business, church, or other community leaders encouraged me to go to college.	THEN: NOW:	38 35	13 08	07 11	03 07
3.	I hope to make many friends in college.	THEN: NOW:	21 20	19 17	18 18	03 06
4.	It had always been expected that I would go to college.	THEN: NOW:	14 23	17 19	17 11	13 08
5.	The persons I respect most in my community had gone to college.	THEN: NOW:	39 37	10 08	08 11	04 05
6.	I had serious intellectual curiosities which only college could satisfy.	THEN: NOW:	17 12	19 12	19 19	06 18
7.	I wanted to prepare myself for a better paying job than I would otherwise be able.	THEN: NOW:	04 08	04 06	17 07	36 40
8.	I wanted to learn how to get along with other people.	THEN: NOW:	29 23	16 11	10 14	06 13
9.	I hoped to acquire some qualifications for leadership in civic affairs.	THEN: NOW:	38 34	09 06	09 13	05 08
10.	My parents insisted that I go to college.	THEN: NOW:	32 41	11 06	09 06	09 08

TABLE 6 (Page 2)

FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

1A. Reasons for Attending College

0 . . . Does not apply or of no importance
1 . . . Of slight importance
2 . . . Of moderate importance
3 . . . Of great importance

			0	1	2	3
11.	Most of my friends were going to college.	THEN: NOW:	19 36	19 14	14 06	09 05
12.	I thought college life would help me develop socially.	THEN: NOW:	21 20	19 11	18 23	03 07
13.	I had a compelling interest in one particular field in which I wanted to specialize.	THEN: NOW:	11 17	06 02	08 07	36 35
14.	I wanted to explore several lines of work to see what I would be most interested in.	THEN: NOW:	22 27	17 08	12 13	10 12
15.	I felt I could live an easier life if I had a college education.	THEN: NOW:	17 15	12 15	23 11	09 20
16.	I wanted to find out more about certain fields of knowledge.	THEN: NOW:	07 06	13 06	29 22	12 27
17.	I felt college acquaintances and contacts would prove advantageous in finding a position after graduation.	THEN: NOW:	30 27	16 13	11 12	04 09
18.	I thought a college education would enable me to be more influential in community affairs.	THEN: NOW:				
19.	I thought that college would be a good place to meet the type of person I would like to marry.	THEN: NOW:	31 32	10 09	14 12	06 08
20.	I hoped that college training would enable me to be a better husband or wife.	THEN: NOW:	23 20	14 10	15 13	09 18

TABLE 6 (Page 3)
FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

1A. Reasons for Attending College

0 . . . Does not apply or of no importance
1 . . . Of slight importance
2 . . . Of moderate importance
3 . . . Of great importance

			0	1	2	3
21.	I enjoyed studying and wanted to continue academic work	THEN	15	17	17	12
		NOW	14	08	20	19
22.	There was not much for me to do around home.	THEN	49	04	06	02
		NOW	54	04	02	01
23.	My teachers thought I was good college material.	THEN	23	17	17	04
		NOW	30	12	15	04
24.	In my family young people had always gone to college.	THEN	45	07	07	02
		NOW	44	11	04	02

By and large the reactions to the facilities and services were quite satisfactory. (Table 7) This was particularly true in relation to the teaching ability of instructors. Over half of the respondents rated instructors as very satisfactory.

The areas of disatisfaction related to the broad area of vocational and educational guidance. The specific items rated as being unsatisfactory were "Assistance from Counselors on how to study techniques," and, "Recreational facilities on campus." The "gray" areas were "Opportunity for testing and counseling to help determine educational and vocational goals," and "Degree of emphasis in college on vocational guidance."

TABLE 7

FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

1B. Reactions to Grossmont College Only.

College Facilities and Services.

0 . . . Does not apply or no opinion
1 . . . Very unsatisfactory
2 . . . Somewhat unsatisfactory
3 . . . Fairly satisfactory
4 . . . Very satisfactory

		0	1	2	3	4
1.	Services of the Admissions Office prior to enrollment.	01	03	05	36	15
2.	Orientation program at the start of my freshman year.	10	07	08	25	11
3.	Teaching abilities of my instructors.	00	03	03	20	35
4.	Size of my classes.	01	04	16	19	21
5.	Opportunity to take elective courses along with required program.	04	03	05	19	30
6.	Assistance from instructors on how to study techniques.	05	11	20	19	06
7.	Assistance from counselors on how to study techniques.	11	07	19	15	09
8.	Assistance from college officials in receiving part time. employment	29	09	06	08	09
9.	Opportunity to have private conferences with instructors on academic questions stemming from course work.	04	04	09	30	14
10.	Opportunity to have private conferences with instructors on personal questions stemming from college life in general.	26	03	09	15	08
11.	Opportunity for informal social contacts with faculty members.	19	11	07	17	07
12.	Opportunity for testing and counseling to help determine educational and vocational goals.	09	10	14	17	11

TABLE 7 (Page 2)

FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

1B. Reactions to Grossmont College Only.

College Facilities and Services.

0 . . . Does not apply or no opinion
1 . . . Very unsatisfactory
2 . . . Somewhat unsatisfactory
3 . . . Fairly satisfactory
4 . . . Very satisfactory

		0	1	2	3	4
13.	Opportunity to participate in organized student activities outside of the class.	16	07	05	20	13
14.	Opportunity to secure adequate housing.	55	00	01	02	03
15.	Services and facilities of library.	01	03	07	23	27
16.	Opportunity for informal social contacts with students.	08	01	06	22	24
17.	Quality of counseling assistance received on problems of educational and vocational choice.	06	06	11	22	16
18.	Availability of courses and facilities for training in my major field.	05	08	12	19	17
19.	Availability of occupational information for help in choosing an occupation.	22	05	12	16	06
20.	Degree of emphasis in college on intellectual and cultural pursuits outside of the classroom.	07	06	16	26	06
21.	Opportunity to compete for scholarship aid.	42	02	10	05	02
22.	Opportunity to secure loans from the college.	49	03	02	03	04
23.	Study conditions in the library and elsewhere on campus	02	06	07	23	23
24.	Study conditions in my room.	06	03	07	34	12

TABLE 7 (Page 3)
FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

1B. Reactions to Grossmont College only.

College Facilities and Services.

0 . . . Does not apply or no opinion
1 . . . Very unsatisfactory
2 . . . Somewhat unsatisfactory
3 . . . Fairly satisfactory
4 . . . Very satisfactory

		0	1	2	3	4
25.	Ability of instructors to set forth clear cut and interesting course objectives.	01	04	12	28	16
26.	Degree of emphasis in college on vocational guidance.	14	07	16	20	04
27.	Recreational facilities on campus.	14	11	13	14	09
28.	Services of the Business Office.	15	03	08	24	11
29.	Services of the Registrars Office.	10	02	06	29	14

The responses to other factors presented, not necessarily related to college facilities and services, did not yield any significant information.

TABLE 8
FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

0...Does not apply or no opinion
1...Very unsatisfactory
2...Somewhat unsatisfactory
3...Fairly satisfactory
4...Very satisfactory

1C Factors not necessarily related to college facilities and services

		0	1	2	3	4
1.	College rules relating to social activities.	13	09	06	23	09
2.	College rules governing academic life such as class cuts.	04	09	10	21	16
3.	Hazing by students.	35	05	02	07	12
4.	Customs and practices regarding campus apparel.	07	06	07	28	13
5.	General type of students attending the college.	07	03	07	36	06
6.	General intellectual life around the college.	09	03	14	28	07
7.	Treatment by townspeople.	28	00	06	10	17
8.	Emphasis on intercollegiate athletics.	21	07	13	11	09
9.	Recreational facilities in town.	21	05	11	11	13
10.	Opportunities for religious life.	30	02	02	09	18

(Table 9)

Items 5, 12, 16 and 17 of the section of the questionnaire presenting reasons for discontinuing college relate to academic difficulty or deficiencies. These items accumulated a total of 58 responses of great importance.

Items 3, 4, and 8 deal with employment and financial difficulties. There were a total of 34 responses indicating that financial need was an important factor in discontinuing.

The one item that received the largest number of responses indicating some degree of importance as a factor in discontinuing was related to marriage.

The remaining reasons presented did not elicit sufficient responses of importance to warrant comment although they undoubtedly took their toll.

TABLE 9

FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

0 . . . Does not apply or of no importance
1 . . . Of slight importance
2 . . . Of moderate importance
3 . . . Of great importance

	Reasons for discontinuing college	0	1	2	3
1.	Illness or physical disability (self)	59	00	00	02
2.	Illness or physical disability (family)	58	00	02	01
3.	Financial (self)	49	02	05	05
4.	Financial (family)	55	01	01	04
5.	I found college work too difficult	43	13	03	02
6.	I was needed at home	48	05	05	03
7.	I had marital difficulties	51	08	00	02
8.	I took a full-time job	44	04	02	11
9.	I was lonesome and unhappy	54	04	00	03
10.	I planned to be married soon	40	04	04	13

TABLE 9 (Page 2)

FOLLOW-UP QUESTIONNAIRE - GROSSMONT COLLEGE 1967

Reasons for discontinuing college

0 . . . Does not apply or of no importance
1 . . . Of slight importance
2 . . . Of moderate importance
3 . . . Of great importance

		0	1	2	3
11.	Commuting took too long.	56	02	02	01
12.	I was discouraged by low grades.	45	03	01	12
13.	Military service (drafted)	53	02	00	06
14.	Military service (enlisted)	50	02	04	05
15.	I lacked interest in my studies.	49	01	05	06
16.	Dismissal for academic failure.	50	00	01	10
17.	Placed on probation for academic reasons.	47	07	03	04
18.	Placed on probation for reasons other than academic.	56	01	01	03
19.	Dismissal for reasons other than academic.	54	03	00	04
20.	Suspended for disciplinary reasons.	59	01	00	01
21.	My housing situation caused trouble.	57	02	02	00

Thirty-four of the 61 responding to the questionnaire have not attended any school since discontinuing at Grossmont College. (Table 10). It would appear that 19 of the 27 who discontinued and have subsequently re-enrolled in another college or university were eligible for a state college or university.

TABLE 10

OTHER COLLEGES ATTENDED SINCE GROSSMONT

1.	Junior Colleges	08
2.	State Colleges	16
3.	Universities	11
4.	No schools	34

Of the 34 who have not subsequently re-enrolled in college 22 plan to resume college work later, 9 are undecided and 3 do not plan to attend college again. (Table 11)

TABLE 11

INTENTIONS AT THE TIME OF DISCONTINUANCE

	THEN	NOW	BLANK
1. No plans to attend college again.	03	03	58
2. Plans to resume college work later	22	22	39
3. Undecided regarding future plans to attend college	09	09	52

Discussion and Implications:

It appears that the results require little discussion. The perennial problem of definitive research, i.e., asking the right questions, has perhaps reared its ugly head once more. The results of this study would indicate that the discontinuing population studied is very similar to the typical continuing population at Grossmont College. The areas of exception being a more consistent high school grade point average-college grade point average record, and fewer "undecided" responses to "The Program Planned at Grossmont College" and "Degree Intended to Achieve."

One other area which warrants comment relates to the actual "drop-out" rate. Of the 61 subjects who completed the follow-up questionnaire, 27 have continued their education at other institutions of higher learning. Of the 34 remaining respondents 22 intend to return to college, 3 have no intention of returning and 9 are undecided. If one were to include the 9 undecided with the 3 who have no intention of attending college again

this would represent 20% of the discontinuing respondents. This would then lead to the conclusion that 80% of those who discontinue attendance at Grossmont College eventually find their way to other institutions of higher education thus greatly reducing the actual "drop-out" rate.

The results of this study would tend to indicate that those students who discontinue after completing the equivalent of one full year or more at Grossmont College need not be the source of excessive institutional concern. The focus of future research designed to study the "drop-out" phenomenon could perhaps be oriented toward the entering student. It also appears that variables of a less cognitive nature than those studied in the present research should receive primary consideration.

If the results of such research should indicate that the reasons for discontinuance are largely "psychological" in nature, i.e., out of awareness, then efforts to bring these reasons into awareness for the student would need to be made.

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APPENDIX

GROSSMONT COLLEGE
GROSSMONT JUNIOR COLLEGE DISTRICT

8800 GROSSMONT COLLEGE DRIVE, EL CAJON, CALIFORNIA 92020
TELEPHONE: (714) 465-1700

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E. F. METZGAR, VICE PRESIDENT, INSTRUCTIONAL SERVICES

February 16, 1967

Dear Former Student:

Grossmont College is interested in finding out why you left us. Our records show that you have completed at least 30 units with us but that you did not go on and complete your degree. We would like to have a program which encourages students to stay and we wonder whether or not something here at the college may have brought about your withdrawal.

As you can see, the follow-up questionnaire is quite long but it only takes a code mark here and there to complete it. I hope you will help us make Grossmont College the best college in California and that you will fill out our questionnaire and send it back to us in the enclosed return envelope.

Please note we are not asking for your name or any other identification so we hope you will be completely honest with us.

Thank you,

Charles L. Stanley
Dr. Charles L. Stanley
Director of Institutional Research

Robert N. Burnham
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Vice President, Student Personnel Services

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April 4, 1967

Dear Former Student:

In the event that you have misplaced the Follow-Up Questionnaire that was mailed to you earlier in the year we are sending you this second mailing. It is important to us that we have your response.

Grossmont College is interested in finding out why you left us. Our records show that you have completed at least 30 units with us but that you did not go on and complete your degree. We would like to have a program which encourages students to stay and we wonder whether or not something here at the college may have brought about your withdrawal.

As you can see, the Follow-Up Questionnaire is quite long but it only takes a code mark here and there to complete it. I hope you will help us make Grossmont College the best college in California and that you will fill out our questionnaire and send it back to us in the enclosed return envelope.

Please note we are not asking for your name or any other identification so we hope you will be completely honest with us. The deadline for returning the questionnaire to be included in the study is May 1, 1967.

Thank you,

Charles L. Stanley

Dr. Charles L. Stanley
Director of Institutional Research

Robert N. Burnham

Dr. Robert N. Burnham
Vice President, Student Personnel Services

CLS:lcj

encl.

FOLLOW-UP QUESTIONNAIRE

PART I

A. Reasons for Going to College

Some of the reasons students give for going to college are listed below. Looking back to the period before you entered college, show the degree of importance each of the reasons had in influencing your decision to attend college. After each statement write the appropriate code symbol in Column A. Some find it easier to go through the statements and mark all of the 0's first, then the 1's, and so on. Do it the way it is easiest for you.

DEGREE OR LEVEL OF IMPORTANCE	Code
Of no importance, or does not apply	(0)
Of slight importance	(1)
Of moderate importance	(2)
Of great importance	(3)

Try to record your reactions in Column A, not according to what you consider now to be "good" reasons, but according to what you feel were your reasons at the time you decided to go to college. Add any you wish.

You will find instructions for column B when you come to the end of the section.

Reasons	Code Symbol Column A	Column B	
1. I felt a college degree was necessary for the kind of work I wanted to do	____	____	1
2. Business, church, or other community leaders encouraged me to go to college	____	____	2
3. I hoped to make many new friends in college	____	____	3
4. It had always been expected that I would go to college	____	____	4
5. The persons I respected most in my community had gone to college	____	____	5
6. I had serious intellectual curiosities which only college could satisfy	____	____	6
7. I wanted to prepare myself for a better paying job than I would otherwise be able to get	____	____	7
8. I wanted to learn how to get along with other people	____	____	8
9. I hoped to acquire some qualifications for leadership in civic affairs	____	____	9
10. My parents insisted on my going to college	____	____	10
11. Most of my friends were going to college	____	____	11

12.	I thought college life would help me to develop socially	____	____12
13.	I had a compelling interest in one particular field in which I wanted to specialize, namely:		
	(Write in the field) _____	____	____13
14.	I wanted to explore several lines of work to see what I would be most interested in	____	____14
15.	I felt I could live an easier life if I had a college education	____	____15
16.	I wanted to find out more about certain fields of knowledge	____	____16
17.	I felt college acquaintances and contacts would prove advantageous in finding a position after graduation	____	____17
18.	I thought a college education would enable me to be more influential in community affairs	____	____18
19.	I thought that college would be a good place to meet the type of person I'd like to marry	____	____19
20.	I hoped that college training would enable me to be a better husband or wife	____	____20
21.	I enjoyed studying and wanted to continue academic work	____	____21
22.	There was not much for me to do around home	____	____22
23.	My teachers thought I was good college material . . .	____	____23
24.	In my family young people had always gone to college .	____	____24
	Other (write in) _____	____	____
	_____	____	____
	_____	____	____
	_____	____	____

INSTRUCTIONS FOR USE OF COLUMN B

Please go back over the reasons and write the code number, 0, 1, 2, or 3, to show how you <u>now</u> rate the importance of each reason as a motive for going to college or for remaining in college.

B. Reactions to College Experiences

The statements in this section refer to certain of the facilities and services at Grossmont College. An attempt is being made in this study to get realistic appraisals by college students themselves of their experiences while in college. If you transferred from Grossmont College to another college, record your reactions to Grossmont College only.

Use the following code to show the degree or level of satisfaction you experienced in connection with each facility or service described:

DEGREE OR LEVEL OF SATISFACTION	Code
Does not apply to me, or no opinion	(0)
Very unsatisfactory	(1)
Somewhat unsatisfactory	(2)
Fairly satisfactory	(3)
Very satisfactory	(4)

COLLEGE FACILITIES AND SERVICES	Code Symbol
1. Services of the admissions office prior to enrollment	_____ 1
2. Orientation program at the start of my freshman year	_____ 2
3. Teaching abilities of my instructors	_____ 3
4. Size of my classes	_____ 4
5. Opportunity to take elective courses along with required program	_____ 5
6. Assistance from instructors on "how to study" techniques	_____ 6
7. Assistance from counselors on "how to study" techniques	_____ 7
8. Assistance from college officials in receiving part-time employment	_____ 8
9. Opportunity to have private conferences with instructors on academic questions stemming from course work	_____ 9
10. Opportunity to have private conferences with instructors on personal questions stemming from college life in general	_____10
11. Opportunity for informal social contacts with faculty members	_____11
12. Opportunity for testing and counseling to help determine educational and vocational goals	_____12
13. Opportunity to participate in organized student activities outside of the classroom	_____13

14. Opportunity to secure adequate housing . . . . . _____14

15. Services and facilities of library . . . . . _____15

16. Opportunity for informal social contacts with students . . . . . _____16

17. Quality of counseling assistance received on problems of educational and vocational choice . . . . . _____17

18. Availability of courses and facilities for training in my major field . . . . . _____18

19. Availability of occupational information for help in choosing an occupation . . . . . _____19

20. Degree of emphasis in college on intellectual and cultural pursuits outside of the classroom . . . . . _____20

21. Opportunity to compete for scholarship aid . . . . . _____21

22. Opportunity to secure loans from the college . . . . . _____22

23. Study conditions in the library and elsewhere on campus . . . . . _____23

24. Study conditions in my room . . . . . _____24

25. Ability of instructors to set forth clear-cut and interesting course objectives . . . . . _____25

26. Degree of emphasis in college on vocational guidance . . . . . _____26

27. Recreational facilities on campus . . . . . _____27

28. Services of the business office . . . . . _____28

29. Services of the registrar's office . . . . . _____29

Other (write in) _____ _____

_____ _____

_____ _____

The factors listed below are not necessarily related to college facilities and services. Use the same code.

1. College rules relating to social activities . . . . . _____ 1

2. College rules governing academic life, such as class cuts . . . . _____ 2

3. Hazing by students . . . . . _____ 3

4. Customs and practices regarding campus apparel . . . . . _____ 4

5. General type of students attending the college . . . . . _____ 5

6. General intellectual life around the college . . . . . _____ 6

7. Treatment by townspeople . . . . . _____ 7

8. Emphasis on intercollegiate athletics . . . . . _____ 8

9. Recreational facilities in town . . . . . _____ 9

10. Opportunities for religious life . . . . . _____ 10

Other (write in) _____ _____

_____ _____

_____ _____

PART II

1. If you have enrolled in another college following your discontinuance of attendance at Grossmont College check here . . ☐

2. Name and location of college or colleges you have attended or are now attending, since leaving Grossmont College.

   a. _____

   b. _____

   c. _____

3. If you have not re-enrolled in another college since discontinuing at Grossmont College, check the statement below that best represents your intention at the time of discontinuance in column A. In column B check the statement that best represents your intention now.

	COLUMN A	COLUMN B
(a) No plans to attend college again	_____	_____(a)
(b) Plans to resume college work later	_____	_____(b)
(c) Undecided regarding future plans to attend college	_____	_____(c)

4. Regardless of how you checked item 3, column A, indicate the relative importance of each of the listed reasons for discontinuing college attendance. Use the following code.

DEGREE OR LEVEL OF IMPORTANCE	Code
Of no importance, or does not apply	(0)
Of slight importance	(1)
Of moderate importance	(2)
Of great importance	(3)

	CODE SYMBOL
(a) Illness or physical disability (self)	_____(a)
(b) Illness or physical disability (family)	_____(b)
(c) Financial (self)	_____(c)
(d) Financial (family)	_____(d)
(e) I found college work too difficult	_____(e)
(f) I was needed at home	_____(f)
(g) I had marital difficulties	_____(g)
(h) I took a full-time job	_____(h)

(i) I was lonesome and unhappy . . . . . _____(i)

(j) I planned to be married soon . . . . . _____(j)

(k) Commuting took too long . . . . . _____(k)

(l) I was discouraged by low grades . . . . . _____(l)

(m) Military service (drafted) . . . . . _____(m)

(n) Military service (enlisted) . . . . . _____(n)

(o) I lacked interest in my studies . . . . . _____(o)

(p) Dismissal for academic failure . . . . . _____(p)

(q) Placed on probation for academic reasons . . . . . _____(q)

(r) Placed on probation for reasons other than academic . . . . _____(r)

(s) Dismissal for reasons other than academic . . . . . _____(s)

(t) Suspended for disciplinary reasons . . . . . _____(t)

(u) My housing situation caused trouble . . . . . _____(u)

Other (write in) _____ _____

_____ _____

_____ _____

U. S. Department of Health, Education, and Welfare, Retention and Withdrawal of College Students, Bulletin 1958, No. 1.